

教學第二單元名稱 情緒表達與溝通

領域類別 綜合活動領域融入英語

適用年級: 三年級 班級數: 9 班 學生人數: 255人

主教教師: 三年級各班級導師(邱嬾煊、莊佩玲、黃素芳、高詠婷、黃祥財、吳佳穎、林婉瑜、黃玉佳、陳昭吟)、英師(謝承翰)

共備教師: 謝承翰、黃郁雯、三年級各班級導師

教學時間: 共560分鐘 (14節課) 每週上課: 2 節

教學目標: 認識情緒、壓力與正向思考，學習合宜的溝通方式。

能力指標:

學習表現:

1d-II-1 覺察情緒的變化，培養正向思考的態度。

2a-II-1 覺察自己的人際溝通方式，展現合宜的互動與溝通態度和技巧。

學習內容:

Ad-II-1 情緒的辨識與調適。

Ad-II-2 正向思考的策略。

Ba-II-1 自我表達的適切性。

Ba-II-2 與家人、同儕及師長的互動。

Ba-II-3 人際溝通的態度與技巧。

教材來源: 康軒出版社

相關學科英語字彙:

動詞: respect, solve the problem, release pressure, spit, break someone's toy, express, bother, sort, worry

名詞: stress, pressure, emotion, feeling, communication, friendship, situation, sparrow, reaction, worry, dispute, attitude

形容詞: carefully, negative, positive, emotional, worried

相關學科英語詞句:

Content Language	Procedure Language
Does everyone's feelings will be the same (in the same situation) ?	Talk with your teammates.
How do you feel about these different situations?	Pay attention. (Listen carefully)
How do you express your emotions ?	Thank you for sharing.
Do you think emotions are right or wrong?	Do you have any good idea?
How do you feel and what do you notice ?	What's bothering you?

Are you satisfied with your attitude ?	I can _____ , when _____ .
Do you have the same problem ?	Don't let a little dispute break up a great friendship.

教學資源: [學習單]：想法做法轉轉彎 (教師手冊 p112)

評量方式:

老師評量 (小組活動、實作活動、口頭發表、態度評量、學習單)

學生互評 (討論發表、態度評量)

(試採用十二年國教課程綱要國中小素養導向標準本位評量總和活動的評量基準來評量 <https://www.sbas.ntnu.edu.tw/SBASA/Assessment/assessment1.aspx>)

情緒你我他 ok	教學目標
<p>一、暖身活動：5'</p> <p>[教師引導]：</p> <ol style="list-style-type: none"> 1. 引起動機：老師播放音樂---五月天的歌曲，學生專注聆聽 2. 引導學生思考：在相同的情境時，每一個人的感受或反應會一樣嗎？ <p><u>Does everyone's feelings will be the same (in the same Situation) ?</u></p> <ul style="list-style-type: none"> ● Listen carefully. Do you know who is this music band? ● What is it about in this music? What happened? ● How do you feel if it happened to you? <p>二、發展活動：25'</p> <ol style="list-style-type: none"> 1. [探討]：學生 3~5 個人一組，在組內討論並發表遇到下列情況時，可能會出現的情緒和反應： <ol style="list-style-type: none"> (1) 預防接種時。 (2) 看電視看到好笑的片段時。 (3) 考試時。 (4) 被同學惡作劇時。 <p><u>How do you feel about these different situations?</u></p> <ul style="list-style-type: none"> ● Do you remember what happened in that video? ● Get the vaccine, watch the funny video, in the test, get pranked by friends. ● How do you feel about it? How would you react? <ol style="list-style-type: none"> 2. [小組分享]：請學生在小組內每人一分鐘分享，使學生能察覺自己的感受與情緒變化。 3. [教師提問]：為什麼遇到同樣的情境時，每個人會有不同的情緒或反應呢？ 4. [情境繪本]：彩色怪獸 (https://www.youtube.com/watch?v=YA2qqZNLBIM) 5. [情緒臉譜]：讓自己與家人認識自己的情緒：快樂 傷心 生氣 害怕…… (https://www.suncolor.com.tw/upload/dw_list/20160922120049) 	<p>認識並觀察生活中曾展現過的情緒。</p>

<p>000.pdf)</p> <ul style="list-style-type: none"> ● Why people have different feelings and reactions in the same situation? ● Let's read the color monster together. ● Do you know your feeling? When do you feel.....? ● What color is for your emotions? (for happy/ angry/ sad/ love/ calm etc.) <p>統整活動：10'</p> <p>(1)教師進一步向學生說明即使產生相同的情緒，每個人的行為表現也不盡相同。</p> <p>(2)學生學習觀察自己情緒所對應的行為，是增進自我了解的一種方法。</p> <ul style="list-style-type: none"> ● Everyone is unique. Everyone has their own feeling. ● We can learn to accept different feelings from others. <p style="text-align: center;">第二節完</p>	
<p>情緒紅綠燈 ok</p>	<p>教學目標</p>
<p>一、暖身活動：8'</p> <p>1. 還記得彩色怪獸嗎？</p> <p>2. 教師提問：你是如何表達自己的情緒？從影片—我不想生氣中觀察：聰明的小麻雀想了什麼方法讓阿德巴不再生氣了呢？</p> <p>(https://www.youtube.com/watch?v=TynQ0_W-PvM)</p> <p><u>How do you express your emotions ?</u></p> <ul style="list-style-type: none"> ● Do you remember the color monster? Tell me about it. ● Usually, how do you express your emotions in different situations? ● Watch this video carefully. What happened to the sparrow and the boy? ● How did the sparrow do to stop the boy's anger? <p>二、發展活動：27'</p> <p>1. 教師請學生觀察課本第40頁趣味競賽的情境，並找出適當與不適當的情緒表現。</p> <p>[教師提問1]：雙方的人有什麼樣的情緒？</p> <p>[教師提問2]：從圖中你覺得哪些人的表現不恰當？為什麼？</p> <p>[教師提問3]：你認為情緒有對錯的分別嗎？</p> <p><u>Do you think emotions are right or wrong?</u></p> <p>(https://www.youtube.com/watch?v=D4BMWGmTmzI)</p> <p>[教師提問4]：如果你是比賽贏的一方，你會怎麼表達你的情緒？如果是輸的一方，又會如何表達呢？</p> <ul style="list-style-type: none"> ● Let's read page 40, what's wrong with this story? ● Can you find any inappropriate emotional reaction? ● How do they feel? Do you think it's okay to do that? Why? ● Do you think emotions are right or wrong? <p>2. [真心話大冒險]：</p>	<p>覺察情緒發生時，個人的生理、心理反應，學習情緒的調適。</p>

(1) 教師發下每人一張白紙，請學生回想，你是否曾經因為比賽輸贏而出現負面的情緒或行為表現？請將彌補的方法或是你想跟被你影響的人說的話寫下來。

(2) 徵求學生上台分享其自身經驗

- Have you ever lost in a match before? How did you feel?
- What would you do if you win/lose in the game?
- Would you do something not okay because you have the negative feelings?
- What else can we do better? Share your idea.

三、統整活動：5'

[教師統整]：當你覺得開心時，臉上充滿笑容，別人就能感受到你的好心情；相反的，當你心情不好時，或許會對其他人發脾氣，那麼其他人的情緒也會因而受到影響。不適當的情緒反應，不僅讓自己與他人感到較舒服、輕鬆，也能讓團體氣氛更和諧融洽。

- When you're happy, everyone can feel it.
- When you're angry or sad, people can feel the same way, too.
- Don't put your emotions on the others
- And we can also learn not to be effected by someone's feeling.

第四節完

壓力大聲公 ok

教學目標

一、暖身活動：5'

1. [教師提問]：你覺得煩惱是什麼？你有什麼煩惱？

讓我們來看看小魚丸的煩惱是什麼？

(https://www.youtube.com/watch?v=xucT_6PwRuY)

2. [教師提問]：想一想，生活中，哪些情況會讓你感到煩惱呢？

What's bothering you?

3. [教師說明]：我們每個人每天都可能會有大大小小的煩惱，有時可能忘記得很快，但有時候，也可能會留在心裡很久，久到它變成壓力

- What is trouble or worry?
- Do you have any worry?
- Let's watch the video and find out his worry.
- What would make you worry?
- Can you forget the worry easily? What would happen when you keep the worry in mind for very long time?

二、發展活動：25'

1. [教師提問]：你最近有沒有一些反常的行為或負向的情緒發生？是在什麼樣的情況下發生的？

試著仔細思考，找出你生活中的壓力，是否有你沒察覺到的？

2. [壓力大聲公]：教師發下紙，請學生將紙捲成大聲公狀。

學生依序上臺，以適當的音量對著臺下同學說出自己的壓力。

3. [教師提問]：聽完大家的分享，你發現大家最常出現的壓力是什麼？你有同樣的困擾嗎？

Do you have the same problem ?

<ul style="list-style-type: none"> ● Write down something make you worry in school or in your family. ● Share with your friends. What happened? ● How do you feel about this worry? ● Do you have the similar worry? Or the same situation? ● What are the common worries we may have? <p>三、統整活動：10'</p> <p>1. 聽聽看：煩惱歌張學友 (https://www.youtube.com/watch?v=17wNU317v9o)</p> <p>2. [教師提問]：歌詞中提到：<u>[心事]像[羽毛]越[飄]越逍遙煩惱什麼煩惱，除了[心跳]沒有大不了你覺得這是什麼意思？</u></p> <p>3. 學生分享想法</p> <p>4. [統整與反思]：有時候，沒有被察覺到的壓力可能在無形之中已經影響到了日常生活，請試著記錄下自己一週的情緒變化，了解自己的壓力所在。</p> <ul style="list-style-type: none"> ● Listen and read the lyric of the song. ● How do you feel about this song? ● What does the song mean? <p style="text-align: center;">第六節完</p>	
<p>戰勝壓力 ok</p>	<p>教學目標</p>
<p>一、暖身活動：7'</p> <p>1. [教師提問]：請學生圍成一個圓圈，向全班詢問知道可以利用哪些工具可以讓他們感到平靜（例如：呼吸正念、安靜角落、放慢速度、注意聲音等）</p> <p>2. [學生經驗分享]：將學生的答案寫在黑板上</p> <p>3. 向學生說明瑜伽是一種以不同姿勢，有意識地呼吸，以減壓、集中注意力和放鬆的練習。藉由不同的瑜伽姿勢可以幫助保持平靜，讓我們感覺更有活力。</p> <ul style="list-style-type: none"> ● Let's make a circle, sit down and be quiet. ● Do you know what can make you calm? ● When you have negative feeling, how can you pass it through? ● Do you know what is yoga? ● Yoga is a way of breathing consciously in different postures to reduce stress and focus, Strength and relaxation exercises. ● Different yoga poses can help keep calm and make us feel more energetic. <p>二、發展活動：Yoga for Energy or Calm 25'</p> <p>1. 教師動作示範：</p> <p>(1)引導學生“山式”，並為他們示範。吸氣時，抬起雙臂高處。保持手臂舉起並深呼吸幾次，並指導全班做同樣的事情。詢問全班學生是否認為“山式”會給他們帶來更多的平靜或更多的能量？請學生反思他們的感受和他們注意到的東西。</p>	<p>探索面對壓力時的處理方法。</p>

How do you feel and what do you notice ? (Energy 能量)

- Let's try this pose "Mountain", raise both arms high when you inhale.
- Keep the pose and take some deep breathes.
- How do you feel now? Can you find calmness?
- Share how you feel in this pose.

(2)保持站立，身體向前彎曲，雙手自然下垂。引導全班做同樣的事情。告訴他們在這個動作感受自己的呼吸，讓他們的頭輕輕垂下並左右擺動接下來將手輕觸到地板，然後慢慢站起來回到“山式”。詢問學生他們注意到了什麼以及他們的感受？

How do you feel and what do you notice ? (Calm 平靜)

- Stand still, slightly bend your body toward, put down your hands naturally. Feel when your breath.
- You may rotate your head down and touch the floor with your hands. Then back to the pose.
- How do you feel now? Can you find calmness?
- Share how you feel in this pose.

3) 向全班解釋，只要他們的臀部高於心臟，就可以幫助他們感到平靜。

- When your hip is higher than your heart, you may feel calm.

2. 學生創作：

(1) 邀請志願者從“能量瑜伽”或“平靜瑜伽”中選擇一個姿勢上台示範和指導其他同學。

(2) 問：“你注意到了什麼？你感覺如何？”

How do you feel and what do you notice ?

(3) 詢問學生他們認為哪些姿勢更有活力，哪些姿勢可以放鬆？

- Do you know any other poses to make you calm?
- You may choose a new pose to try, or you can share one.
- How do you feel now? Can you find calmness?
- Share how you feel in this pose.

3. 引導學生閱讀課本 50~51 頁的方法：

(1) 休閒活動。(2) 充足睡眠。(3) 尋求幫助。(4) 正向思考。

(5) 深呼吸沉澱心情。(6) 轉移注意力。(7) 時間管理。

- Read on Pg.50-51, is there any other way to make us calm?
- (1) Leisure activities. (2) Sufficient sleep. (3) Ask for help. (4) Positive thinking. (5) Take a deep breath to settle the mood. (6) Divert attention. (7) Time management.
- Which one would you like to try? And which one do you think is working?

三、統整活動：8'

[統整與反思]：了解與接受遇到壓力時的狀況，並用合宜的方式處理，可鼓勵學生發表心得，並多元思考，找到最適合自己的方法來面對並處理壓力以增進身心健康，產生正向的影響。

<https://www.education.com/download/lesson-plan/yoga-flow/yoga-flow.pdf>

- We need to find the way to make us calm.
- Find the right way to release the pressure.
- Make some positive thinking.

第八節完	
壓力劇場場 ok	教學目標
<p>一、暖身活動：4'</p> <p>1. 延續上一節課，學生了解壓力的來源並接受遇到壓力時可能會發生的狀況</p> <p>2. 能採取合宜的方式來處理，可以增進身心健康，產生正向的影響。</p> <ul style="list-style-type: none"> ● When do you feel stress? ● How is pressure formed in daily life? ● We may feel stress every day. ● What can we do? How can we deal? <p>二、發展活動：30'</p> <p>[劇場秀]：</p> <p>1. 教師將全班分成四組，各組到臺前抽出一個情境。</p> <p>情境A：口袋裡要用來買零食的錢掉了！</p> <p>情境B：和同學約好要去圖書館，結果同學沒出現！</p> <p>情境C：和家人準備出門爬山，突然下起大雨！</p> <p>情境D：自己非常心愛的玩具，被家中寵物狗咬壞了！</p> <ul style="list-style-type: none"> ● Four situations: ● Lost your pocket money for snacks. ● You are stood up by your friends. ● It's pouring rain before you go mountain climbing. ● Your pet broke your favorite toy. <p>2. 各組以抽到的情境為題目，討論以正向思考解決可以怎麼想。</p> <p><u>I can _____, when _____.</u></p> <ul style="list-style-type: none"> ● How do you feel? ● How do you think of it? ● What can you do? <p>3. 分組針對所抽到的情境進行3分鐘的小短劇演出。(教師提醒演出時間及觀賞演出時的禮節)</p> <p>[教師提問]：</p> <p>(1)你覺得哪一組的想法或做法很好？為什麼？</p> <p>(2)你還有哪些其他的好想法或好做法呢？</p> <p><u>Do you have any good idea?</u></p> <ul style="list-style-type: none"> ● Drama time. Now you need to act the scene with your partners. ● Everyone watch! Do you think this is a good idea? Why? ● What else can we do? <p>(3)換一個想法、換一個做法時，對事情的處理方法與情緒反應的改變有什麼不同？</p> <p>[學習單]：學生完成『想法做法轉轉彎』學習單(教師手冊 p. 112)</p> <ul style="list-style-type: none"> ● Finish the worksheet on Pg. 112 of your textbook. <p>三、統整活動：6'</p> <p>[統整與反思]：當我們產生負向的情緒反應時，不要讓自己一直處於情緒低落的狀態中。試著換個想法或換個做法後，再次積極努力的解</p>	<p>透過生活實例探討面對問題的方法，練習正向思考。</p>

<p>決問題與壓力。</p> <ul style="list-style-type: none"> ● We need to learn how to express our pressure/stress. ● We can always change what we're thinking. <p style="text-align: center;">第十節完</p>	
<p>溝通角色大風吹 ok</p>	<p>教學目標</p>
<p>一、暖身活動：5'</p> <ol style="list-style-type: none"> 1. 複習「溝通的好方法」 2. 如果角色互換，會不會有不同的處理方式？ 3. [聽話的藝術](https://youtu.be/mnc753G5d5o) <ul style="list-style-type: none"> ● Do you know any good idea to talk to others? ● If we switch the roles, can we have different feeling or acting? ● Let's watch the video. What can you see in this video? <p>二、發展活動：25'</p> <ol style="list-style-type: none"> 1. 請利用[角色扮演]的方式來探討與家人、同學如何溝通想法與解決問題。 <ol style="list-style-type: none"> (1) 全班分成4組，各組抽一張題目卡，決定演練內容。 <ol style="list-style-type: none"> A. 媽媽沒經過我的同意，就翻我的抽屜…… B. 同學弄掉了我的鉛筆盒，就直接走掉了…… C. 弟弟把杯子打翻，將牛奶灑在我書包上…… D. 爸爸指責我考試成績不理想…… (2) 小組討論及準備 10 分鐘。 (3) 分組表演，每組 3 分鐘。 <p>(教師提醒分組討論及觀賞演出時的禮節)</p> <ul style="list-style-type: none"> ● Let's role play. Pick a card and choose your topic. ● Mum open my drawer without asking me. ● My friend dropped my pencil case and didn't say sorry. ● My brother spitted milk on my backpack. ● My father is angry because I got bad score. ● You have 10 minutes to discuss and 3 minutes to act your topic. 2. [教師提問]：從同學們的演練中，你發現了什麼？ <p>溝通技巧：Communication skills</p> <ol style="list-style-type: none"> (1) 傾聽：listening (2) 選對時機：timing (3) 展現誠意：sincerity (4) 給予回饋：feedback <ul style="list-style-type: none"> ● What do you see in their acting? What happened? ● Do you think it's a good communication or not? Why? <p>三、統整活動：10'</p> <p>[統整與反思]：教師進行歸納與統整，公布學生認為最重要的溝通方式，當遇到意見不同的情況時，試著聽聽對方的想法，也清楚表達自己的想法，可以減少衝突的發生！</p> <ul style="list-style-type: none"> ● Discuss with your group, what are the best ways to 	<p>演練適當表達自己，傾聽他人的想法、感受與情緒，並同理他人的想法、感受與情緒。</p>

<p>communicate?</p> <ul style="list-style-type: none"> ● We can listen and talk properly. ● No fighting, no conflict. <p style="text-align: center;">第十二節完</p>	
<p>好好說 好好聽 ok</p>	<p>教學目標</p>
<p>一、暖身活動：7’</p> <p>1. [教師提問]：如果下課和同學一起玩，你覺得什麼活動最適合？當大家的意見都不相同時，該怎麼辦？</p> <p>. [當情緒來了怎麼辦]？(https://youtu.be/h6VTHdzcZPU)</p> <ul style="list-style-type: none"> ● What do you like to do with your friends during the recess time? ● What activity do you like to play? ● What can you do when you all have different idea? ● What can you do when someone is not happy? ● Whoat would you do if you’re not happy? <p>二、發展. 活動：20’</p> <p>1. [分組討論]：教師將全班分成 3 組，引導學生分組討論：如果下課和同學一起玩，你覺得什麼活動最適合？ (提醒事項：每個人都要發言、表達自己的想法)</p> <p>2. [分組報告討論的結果]</p> <p>3. [教師提問]：小組在討論過程中遇到意見不相同時，你們是如何溝通、處理，進而達成一致的做法？(請學生自由回答)</p> <ul style="list-style-type: none"> ● Discuss those questions with your group. ● Everyone needs to write down your own answer and share. ● Which idea is the best way to solve the problems? ● How can you talk to someone when he/she is not happy? ● How can you talk to someone nicely when you’re not happy? <p>4. [統整與反思]：不要讓小小的爭端損毀了一場偉大的友誼。</p> <p><u>Don't let a little dispute break up a great friendship.</u></p> <p>好好說、用心聽、同理、尊重他人的意見是良好的溝通態度與技巧，適切運用可以讓不同意見充分表達出來更透過理性的說明、討論，讓想法與做法達到共識，每個人也因為受到尊重而拉近彼此距離，不僅增進人際關係，也使團體氣氛融洽、愉快。</p> <ul style="list-style-type: none"> ● Find three good ideas to communicate with others. ● Speaking carefully, listening attentively, empathizing, and respecting others’ opinions are good communication attitudes ● Explanations and discussions, ideas and practices can reach a consensus. ● Everyone is also affected by respecting each other to close the distance. <p>三、統整活動：13’</p> <p>1. [愛菲爾與影子]： (https://www.youtube.com/watch?v=-AGBAWve584&list=PLcoRNY)</p>	<p>意見不同時，以理性態度尋求共識，展現合宜的溝通態度與技巧。</p>

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2. [統整與反思]：(1)你滿意自己與他人互動時的態度嗎？哪些表現需要修正？

Are you satisfied with your attitude ?

(2)學完整個單元，了解情緒、壓力與溝通的方式後，你對自己有哪些了解呢？

3. [變變變]：壓力、情緒、衝突、抒發、溝通

- Let's watch the video carefully.
- Are you happy/satisfied when you talk with other people?
- What can we do to have a better communication?
- What did you learn from this topic?

第十四節完